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ABSTRACT

This monograph is a revision of "Counseling Women for Nontraditional Careers" (Smith, Smith, and Stroup, 1977). This update reflects changes in societal attitudes toward combined work and family roles for women and toward women entering nontraditional occupations. After reviewing the current employment situation for women, five hypotheses are offered as to why women may be underrepresented in some career areas and suggestions of specific strategies counselors might use to help women resolve each of the five problem situations are made. The strategies presented concentrate on: (1) skill development; (2) career awareness; (3) self-awareness; (4) job-seeking skills; and (5) coping skills. An extensive resources section is provided to help counselors implement the strategies, including background information on the socialization of women, women in the labor force, and minority women and work. One section contains materials, generally theoretically- or research-oriented, about counseling women, while another section on career programs describes programs for implementing strategies to assist women. Career information materials include books, films, posters, and other resources for use in counseling, along with a list of several resource organizations that can help counselors keep abreast of new materials. (Author/NRB)

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Broadening Career Options for Women

by

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ABOUT THE AUTHORS

Caryl K. Smith, Dean of Student Life, Walter S. Smith, Associate Professor of Education, and Barbara W. Ballard, Coordinator of the Emily Taylor Women's Resource Center, all at the University of Kansas, and Kala M. Stroup, Vice President for Academic Affairs and Professor of Speech Communication at Emporia State University, have worked jointly and individually in counseling persons of all ages in career choices.



Caryl K. Smith has been particularly active in the development and implementation of programs for college groups in career selection and other issues of interest to and about women. She has conducted classes and workshops on sex role stereotyping in the schools and directed a successful and popular community discussion forum throughout Kansas entitled, "Men and Women: Evolving Roles in a Changing Kansas." Currently, she is working with the American Association of University Women on their research and projects program, which encourages and funds training for mature women seeking to enter new career areas or enhance their existing skills, and in AAUW's long-range plans for programs to nurture women's burgeoning involvement in nontraditional career areas.

For the National Science Teachers Association, Walter S. Smith and Kala M. Stroup co-authored *Science Career Exploration for Women*, a collection of activities to encourage talented high school women to consider science careers. Smith currently is directing COMETS (Career Oriented Modules to Explore Topics in Science), a series of lesson plans in science and language arts for involving women role models who use science in their careers in the classroom experiences of young adolescents. COMETS applies the career awareness and self-awareness strategies outlined in this monograph.



ABOUT THE AUTHORS



Kala M. Stroup, formerly Dean of Women at the University of Kansas, continues her studies of women and mathematics and the impact of attribution theory on the life processes of women. She teaches courses in the psychology of women and speech communication and frequently makes presentations on women's issues.

Through her work as head of the K.U. Emily Taylor Women's Resource Center* and as former counselor and Coordinator of Public Relations and Outreach at the Counseling Center at Kansas State University, Barbara W. Ballard has been continually involved in enhancing career options for women and minorities in the college setting. Her activities include the development and implementation of career exploration and leadership workshops, an ongoing women-at-work luncheon series, the direction of assertiveness programs on campus, an extensive speaking schedule, and projects to integrate programs of the Center with University departments and schools that traditionally have had few women graduates.



All three of the monograph's women authors are engaged in university administration, which like many other fields used to be thought of as men's territory; and all four authors, holders of Ph.D. degrees, are part of dual career families and are parents of school-aged children. Thus, they have personal experience as well as scholarly and professional interest in the topics discussed here.

Special recognition is extended by the authors to Jeanine Selfert Arrighi, student assistant in the Women's Resource Center at K.U., for her talented efforts which translated the ideas in this book into visual messages.

*The University of Kansas Women's Resource Center is named in honor of Dr. M. Emily Taylor, Director of the Office of Women in Higher Education at the American Council on Education and formerly Dean of Women at K.U. (1956-1974). This very day Taylor continues her lifelong encouragement of women to pursue nontraditional careers through her national Project Identification Program at A.C.E. Both of the Smiths and Stroup worked with Taylor in her K.U. days.

ABOUT THIS MONOGRAPH

This monograph is a revision and update of Counseling Women for Nontraditional Careers, written for ERIC/CAPS in 1977 by Smith, Smith and Stroup. Since the earlier version, even more significant societal changes have occurred in attitudes toward a harmonious combination of work and family roles for women as well as toward women entering nontraditional occupations. The authors view the counselor role as one which attempts to widen life options for all clients, men and women, and certainly one which has moved well beyond the counseling office to involvement with teachers and curriculum. The basic assumptions are clear; Most American women can anticipate working for at least 26 years in paid employment; careers formerly considered to belong to the male sex are opening up to women; and current legislation, programs, and resources are encouraging women to explore and pursue a variety of career options.

After overviewing the employment situation in regard to women, including minority women, this monograph describes five hypotheses relating to why women may be underrepresented in some career areas and suggests specific strategies counselors might use to help women resolve each of the five problem situations. The authors include activities in each approach that counselors can put to immediate use in their attempts to help women make satisfying career decisions. An extensive resource list, divided into separate sections for easy reference, is added at the end of the monograph for readers who wish to explore the subject in more depth.

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BROADENING CAREER OPTIONS FOR WOMEN

Caryl K. Smith
Walter S. Smith
Kala M. Stroup
Barbara W. Ballard

OVERVIEW

Someday the reference to a career as nontraditional for a woman will be as obsolete as gas-guzzling cars, uninsulated homes, or dime cups of coffee. Despite cries of reverse discrimination, difficulties over ERA passage, and appeals to return to "the good old days," the clear trend is for more women to work for a longer proportion of their lives in paid positions that span the entire range of occupations. Nancy Landon Kassebaum, in 1978, was the first woman elected to the U.S. Senate in her own right, not succeeding a husband. Eight women are in different stages as astronauts-in-training, hoping for assignments on a future space shuttle mission.

Regardless of our counseling posture or procedure, we must acknowledge and take into account the profound changes occurring in American family, business, education, religion, government, industry--indeed, all aspects of life--vis-a-vis women and their roles in society. As we counsel women, and men, we must be aware of our stereotypes of sex roles, be knowledgeable of opportunities and trends in female employment, help individuals come to grips with these changes, and encourage women to seize the opportunity to take charge of their own lives--to make real choices rather than to fit into pigeonholes.

All occupations, with the exception of a very few in which sex is

a BFOQ (Bona Fide Occupational Qualification), are pursued by both women and men. Thus, no occupation is strictly masculine or feminine, but some occupations are engaged in by such a large proportion of women or men that they become labeled in our minds as feminine or masculine. The feminine pronoun "she" has often been attached generically to secretary, nurse, and elementary teacher, even though these careers are pursued by men and women and the strictly grammatical generic pronoun has been "he." In the same sense, governor, judge, and engineer are referred to as "he," leading to confusion over whether "he" is masculine or generic.¹ The point is, however, from the perspective of the person or of ourselves, that a particular occupation may be labeled feminine or masculine and, thus, "nontraditional" for a person of the opposite sex. In this monograph, no attempt is made to categorize careers as traditional or nontraditional; the latter term is used to describe an occupation seen from the perspective of the individual as nontraditional.

The purpose of this monograph is to underline the need for counseling efforts to encourage women to consider entering nontraditional careers, to trace changing developments for women in the labor force, to describe alternative strategies of counseling intervention, and to provide an extensive list of resources for counseling women for nontraditional careers. Career counseling, in order to be effective, should not be limited to an office, but rather should infuse the entire educational process from the kindergarten room to the university laboratory. Tennyson, Hansen, Klaurens, and Antholz (1975) describe a career development model which places career counseling in the mainstream of all educational activities--we view career counseling in this same manner.

¹In this monograph we subscribe to the view of many grammarians and authors who have accepted "they," "them," "their" as third person singular pronouns to replace "he," "him," "his" when the referent is of unknown sex. Already "they" is used in the common vernacular for the third person singular. There is historic precedent for such a move, since "you" and "your" replaced "thou" and "thine" in the second person singular decades ago.

Career Planning for Women

Employment--the Emerging Norm for Women

Almost all women will work outside the home for pay sometime during their lives, and a majority of working women will spend 27.6 or more years of their lives in the labor force. The probability of every woman high school graduate engaging in some paid employment in the future has not changed significantly over the past 35 years; what has changed is that more women are spending more time in the labor force. Today more than 44 million women are working; this constitutes 42% of the labor force. Yet, women of any age seem reluctant to think of themselves as workers and to develop an attitude of planning for paid work that will be meaningful and satisfying.²

Counselors, teachers, parents, and others who influence the lives of young women have been unsuccessful in convincing them of the probability of their being employed, let alone of the concept of choosing a career which allows them to use their personal talents, achieve meaningful goals, enhance their self-concept, and make a positive contribution to society. The Bureau of Labor Statistics, on the other hand, has told us consistently since the mid-1940's that nine out of ten young women graduating from high school will work outside the home for pay during their lives and that six of those nine women will work for 26 years or more (not all at one time perhaps, but during the course of their lives). What a shame that these large numbers of women have not been able to view their work roles as important enough for them to invest personal planning and study in the work that they want to do.

²In writing this monograph we face the problem of overgeneralization. For example, saying that women are reluctant to plan for work does not mean that all women are reluctant to plan for work. However, compared with men (as a group), women (as a group) have this characteristic. We run into difficulty if we ascribe this characteristic (or any other general statement) to all women--we are stereotyping when we do so. Our readers are cautioned not to misinterpret and misapply these generalizations which of necessity must be made in writing.

Let's look at some facts about women working. According to the U.S. Department of Labor, more than 44 million women were in the labor force in 1980. That figure means that over 51% of all adult women (age 16 and over) were working in 1980 and that more than two-fifths of all workers were women. These percentages have continued to increase. According to projections, over 55% of American women will be in the labor force by 1990 and will then represent over 45% of the total labor force--that is, it is anticipated that there will be 52 million women workers in 1990. These figures certainly defy the notion that women are the exception in the working world.

Those who think that most women workers are spinsters, childless relics, or young women waiting to be married will be surprised to find that in 1980, 50% of all married women were working or looking for work. One out of three women workers were mothers and 47% of these women had children under the age of 18. Even more interesting is the fact that 45% of mothers with preschool children were working.

What about their own age? Ages of women in the labor force range from 16 to 70, the average age being 36-40. Most data indicate that there is a representative spread among women workers across every age group. A fact of particular importance is that the age group typically thought of as outside the labor force (the 25- to 34-year-olds who are thought to be home raising children) has increased its participation in the labor force substantially over the past 20 years--from 36% in 1960, to 54% in 1975, to 65% in 1980.

Fifty-three percent of all black women were in the labor force in 1979 (5.0 million); they accounted for nearly half of all black workers. Forty-seven percent of Spanish-origin women were in the labor force in 1979 (2.0 million); they accounted for almost two-fifths of all Spanish-origin workers. Among all families, about one out of seven was maintained by a woman in 1979 compared with about one out of ten in 1965; 40% of black families were maintained by women. Of all women workers, about one out of six maintained a family; about one out of four black women workers maintained a family. The median wage or salary income of year-round full-

time workers in 1978 was lowest for minority-race³ women--\$8,996.

Does education have any relationship to whether or not a woman works? According to the data, women with more education are more likely to be in the labor force. In 1980, half of all women who had completed high school were in the labor force, as were 66% of those who had completed four years or more of college. The average woman worker is as well educated as the average man worker; both have completed a median of 12.6 years of school.

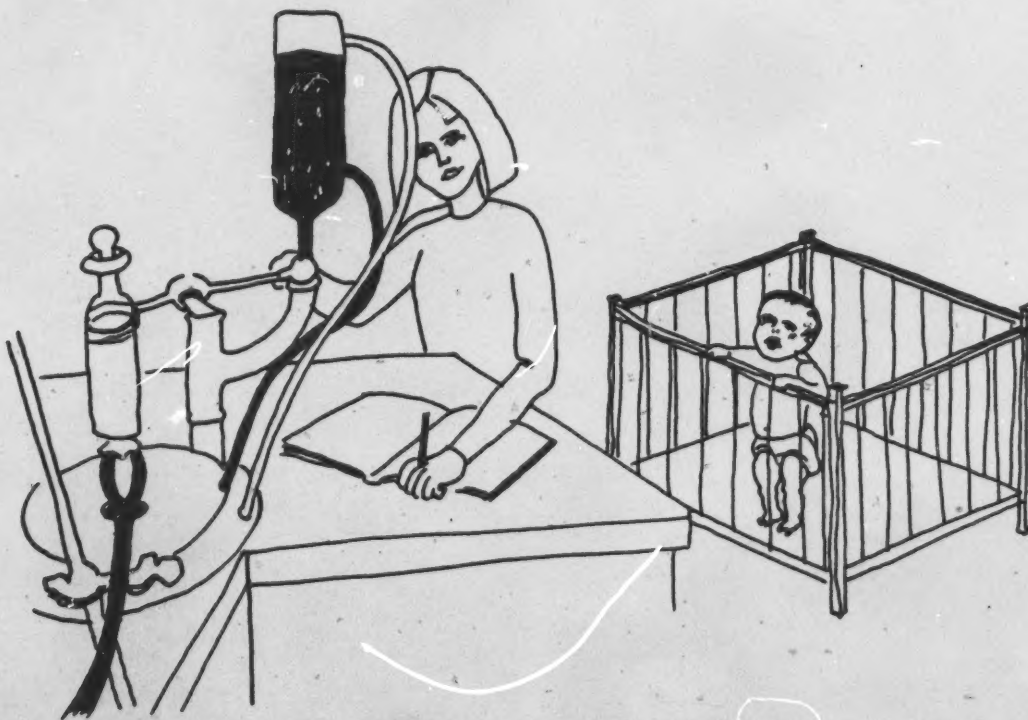
Although the number of women workers has increased significantly, not much change has occurred in the kinds of occupations they choose. Most women work in a relatively few traditional occupations, including secretary, retail sales clerk, household worker, bookkeeper, waitress, nurse, and elementary teacher. Women workers are concentrated in a much smaller number of occupations than are men. Half of all women workers are employed in just 20 of the 441 job categories listed in the Census Occupational Classification system. However, women are found in all occupational categories and the number of women in each area is continually increasing.

The increase in women's labor force participation can be attributed to many factors. A rising standard of living combined with unpredictable inflation rates is one motivation for women to work outside their homes. Most women who are divorced or separated are forced into paid employment to support themselves and often their families. The women's movement, advocating equality of employment opportunities, has also contributed to the increase in women's labor force participation. Other contributing factors have been the trend toward smaller families, convenience foods, and labor-saving household appliances; all of these have helped women to maintain dual roles as homemakers and employees.

³"Minority race" refers to all races other than white. Blacks constitute about 90% of persons other than white in the United States. Spanish-origin persons are generally included in the white population; about 93% of the Spanish-origin population is white.

Special Problems of Women

Regardless of the statistics, women generally have difficulty thinking of themselves in terms of the world of work. Women have been socialized to direct their attention away from themselves as workers and toward gaining their identity from spouses or potential spouses. Women often do not define themselves in terms of occupational identities; nor have they sought to find occupational role models; nor have the role models been abundant, or even present, in many fields. Women have thought of a career or work as something to fall back on if needed, but not something about which to do any careful planning.



CAREERS ARE PERCEIVED BY SOME PEOPLE AS INCOMPATIBLE WITH MOTHER AND WIFE ROLES. FOR SOME THIS INCOMPATIBILITY IS VIEWED AS A MORAL ISSUE; THEY FEEL THE CAREER AND PARENTAL/SPOUSE ROLES OUGHT NOT BE MIXED BY WOMEN. FOR OTHERS THE INCOMPATIBILITY IS VIEWED AS A FACTUAL ISSUE; THEY ASSERT THE THREE ROLES CANNOT ALL BE PURSUED SIMULTANEOUSLY EXCEPT BY WONDER WOMAN.

This tendency not to develop a sense of self as worker or an independent identity has been due to the lack of a characteristic Sunny Hansen (1972) calls "planfulness." Women who do not see themselves as potential workers do not see themselves as needing to make any plans for work. In Hansen's study only 29% of young white women and 51% of black women said that they would be working at age 35. These women may not, in reality, have the option of not working, and therefore probably cannot afford the "luxury" of not planning. In 1980, one of seven women workers and two of five black women workers were heads of household.

Women need to be planful and counselors must help women to examine their identities and roles, identify their models, make life plans, and acquire knowledge of the world of work that will aid them in planning their future. To the extent that women can become more conscious of the influences that have affected their development and continue to affect their planning processes, they can begin systematically to take control and make life plans in their own behalf. In encouraging young women to consider paid employment and, even more specifically, to consider nontraditional careers, the counselor must be cognizant of the tremendous influences of personal and social barriers on a woman's consideration and choice of, training and selection for, and pursuit of a nontraditional career.

All of their lives young women have received conflicting messages about what is expected of them. They hear everything from "A woman's place is in the home" to the currently widely publicized stories of the super-mom-career woman who has broken out of the traditional mold--and is enough to frighten any of us, what with dashing about being super-everything! Letty Pogrebin described this latter state, myth, or obsession (depending on where you are) in her book Getting Yours (1975). For women the messages are divergent and confusing, especially when one takes into account what young women hear on the radio, see on television and in magazines, and experience in the classroom, office, factory, store, church, and at home. Counselors must attend to and help women

cope with this conflicting barrage of messages.

Many significant people in the lives of young women have said that boys don't like to lose to girls; yet many young women have consistently excelled in all areas. Succeeding in the classroom or on the playing field is usually all right; but when women are in competition with boys or men, success is quite another thing. "Be good at what you're doing" and "Be feminine" often are mutually exclusive messages.

Horner (1972) and others have explored from many angles the "avoid success" syndrome. Women, who represent more than 51% of the population, are enormously affected by this motivation to achieve or strive for less than is possible, settle for less than the superior grade, or seek a life pattern of security and comfort rather than risk-taking. There is a difference between choosing a traditional career pattern based on understanding the realm of the possible for all adult human beings and slipping into such a pattern without even considering other possibilities.

The sometimes popular concept of "I can be anything I want to be" is deeply rooted in the American society, the land of opportunity. However, it is modern myth of mammoth proportions, especially when applied to women. For instance, unless a young person is handling mathematics and related concepts well by the sixth grade, feeling okay about their ability, as well as feeling okay about doing okay, that student is already cut out of possible later professional areas such as engineering, electronics, chemistry, biology, medicine, architecture, and certain areas of business. Beyond that grade level it becomes almost too great a task to catch up--not that it could not be done with tremendous determination and remediation; but it becomes increasingly unlikely that the person will be equipped to enter any field for which mathematics is a prerequisite. It is apparent that young women, as early as age nine, are not achieving, as a group, at the same level as young men. If one is underachieving because underachievement is somehow expected, then the die is cast rather early and "I can be anything" becomes less probable.

One barrier is evidenced by women's doubts about their own internal abilities to do a job. Women tend to attribute their successes to

external forces, events, or luck rather than to their hard work and their talents. It is the difference, in talking about a course grade, between "Look at what the teacher gave me!" and "Look at what I earned."

Many girls are concerned about their life and work patterns and how their roles as parent, spouse, and career person will mesh together if they do decide to work. Yet despite this concern, they lack power to draw conclusions, because the answers are contingent upon having a future spouse and/or children. The questions are real, but the answers are elusive. They wonder how they will meet the obligations of having a family and a job, how they will work and stop work and then start again, how the children will adjust, how the husband will adjust, and so on. These are very legitimate considerations; yet many alternative



SOME WOMEN HAVE DIFFICULTY MAKING CAREER DECISIONS BECAUSE THEY FEEL THESE DECISIONS HINGE ON ANSWERS TO PRIOR QUESTIONS ABOUT MARRIAGE AND KIDS. FOR MANY MEN CAREER DECISIONS SUPERSEDE MARRIAGE AND FAMILY DECISIONS.

solutions are possible, and a variety of flexible family/work situations, some that arise from pressing economic need, do work out. Many working women who have husbands in the home find that their employment enhances not merely the finances of the home but also the quality of the homelife, as the woman brings home the enthusiasms and interests of her work to share with the rest of the family.

Too often women, and men, have confined their work possibilities to the patterns and types of work that they see about them, or to the patterns of work that have existed in their own families, sometimes for generations. They find themselves in a rut made by themselves and reinforced by the expectations of family and friends. Indeed, educators and employers can also find themselves in a rut of expecting women and men to be suited appropriately for only certain careers.

Given the inevitability of work for American women and their reluctance to plan for a career, counselors are faced with a major challenge. Conflicting messages of success versus femininity, perceived unfemininity of certain careers, lack of support from parents and friends, anticipated difficulties in managing both a career and family life, and a host of related problems join forces to exacerbate the situation. Even in the face of these problems, however, people are learning to cope effectively, broaden their career options, and develop new work patterns such as job sharing and flex-i-time, which allow increasing numbers of women to enter nontraditional careers.

Trends in Women's Career Choices

Changing Work Patterns

The idea of working 40 hours a week, year around, for 40 to 50 years places a straitjacket on our minds that keeps us from thinking of other employment patterns for both women and men. Why these parameters, when others are possible and currently operative? Some exciting new possibilities are also beginning to appear, often

pioneered by women for women, but also of potential benefit to male workers.

Shared jobs, either between wife and husband or between two unrelated people, allow people to work but still to devote significant time to other activities. For example, two people may share a teaching position (sometimes this is called working part-time). Each person can work from their own strengths and will probably spend more than their proportionate share of time on the job; and the school has a built-in substitute teacher who is familiar with the students. The workers in such a situation have more time off the job for family or other pursuits, and they can "keep their hand in" their career.

On jobs where a rigid time schedule is not required, flex-i-time allows workers to set their own time scheduling, within certain limits, in order to accommodate nonjob responsibilities. This pattern has typically been available to people in professions, but can be extended to others.

Day care and other fringe benefits relating to parental responsibilities are becoming increasingly available and are considered to be an important and legitimate part of a worker's remuneration. These benefits, like shared jobs and flex-i-time, allow more options for a woman (or man) who desires to combine family responsibilities and career.

Part-time jobs offer opportunities for women to pursue employment and home-oriented concerns simultaneously. In 1980, more than one-fourth of all women workers held part-time jobs. Part-time work, creatively chosen, enables the worker to have some income and to explore the world of work, gaining valuable experience, without a full-time commitment.

We wish we could be more optimistic about sequential careers (a term for dropping out and later reentering a career). Our pessimism stems from the view of some employers that a career dropout becomes outdated and is uncommitted to a career. However, counselors

should note that dropping out is nothing new (e.g., dropping out to fight a war has not been viewed as an insurmountable handicap for a man, and indeed we encourage the hiring of these career reenterers). Certainly entry into a new career at some point is the norm rather than the exception, so career reentry has a clear precedent.

Most Women Work

Perhaps some things don't change, but they sure are bending. As we have pointed out, more women are working, and the work force in all job areas is becoming increasingly female. More role models are visible. Newspaper articles about the first woman mechanic, fire fighter, or dentist are almost *passé*, and despite the queen bee ("I made it on my own merits and now these girls (sic) can do it the same way"), women are now in all occupations and are directly or indirectly helpful to their new women colleagues. Not to talk with women about their career options is unjustifiable in the face of their increasing involvement in the labor force.

In the family and in the marketplace the roles of women and men are changing. The househusband may be rare enough to warrant notice, but the sharing of household duties is commonly accepted; and even single persons, both men and women, are adopting children. Also, single women, as well as men, are not waiting for marriage to "settle down" and buy a house or take on some of the other financial responsibilities usually reserved for families.

It's the Law

Even though it may be impossible to legislate morality, new laws make it inconvenient (and, of course, illegal) to discriminate against women in employment, economics (e.g., credit), or education on the basis of sex. Counselors need to be especially aware of the requirements of Title IX of the Education Amendments of 1972 which states the following:

e
No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.

Counselors should examine their own attitudes to make certain they do not indicate or even imply that particular careers are more appropriate for one sex or the other. In addition, career materials and testing procedures need to be reviewed for sex bias.

The Equal Rights for Women in Education project of the Education Commission of the States has developed model policy statements and guidelines for implementation of equal rights which include check lists, evaluation tools, and statements of responsibility for administrators, counselors, and community leaders.

Other Federal and state legislation relating to vocations also precludes discrimination against one sex or the other. In fact, some programs such as the Women's Educational Equity Act Program (WEEAP) have been established specifically to encourage the previously disadvantaged sex to enter career areas not previously thought of as appropriate for members of their sex. These special remedial programs are not prohibited under the law.

Model Programs

Federally and state supported programs, as well as ones established through local initiatives, have been designed specifically to encourage women to enter nontraditional careers. Some trade unions have made special efforts for women. Changes have been made in employment sites to accommodate women fire fighters, construction workers, or miners, to cite a few instances; so the argument of lack of facilities as a justification for not hiring women is no longer viable. The National Science Foundation through its Women in Science Program has sponsored workshops and other kinds of programs to increase the number of women in traditionally male professional science careers. The WEEAP has compiled extensive career materials in several areas including career education, and counselors

should be alert to the WEEAP materials disseminated by the Education Development Center. The National Institute of Education has funded programs in targeted areas, such as the alleviation of math anxiety. The Federally-funded technical assistance centers, located in each Federal region, are prepared to help school districts with problems of both race and sex desegregation. State Departments of Education and other agencies acting under their own volition and/or the requirements of Public Law 94-482 (Educational Admendments of 1976, which amend previous laws such as the Vocational Education Act of 1963) provide assistance to school districts to encourage more women and men to explore and enter nontraditional careers. Section F in the last portion of this monograph lists resources that will keep counselors apprised of the latest model programs and developments to encourage women to pursue nontraditional careers.

Counselors need to be prepared with new approaches and programs to respond to the clearly changing work patterns of women. To do this, they can take advantage of the experiences of others in model programs and keep themselves aware of new developments in employment patterns. In the next section we describe alternative strategies that counselors can use to assist women in broadening career options.

Developmental Counseling Strategies for Career Planning

Simply being aware of problems facing women in the world of work and trends in their career pursuit is a starting point for counselors. Another, higher level from which counselors ought to operate goes beyond this basic awareness to a posture of actively encouraging women (and men) to consider all viable career options, including nontraditional careers. In this section we describe five strategies from which counselors can choose in their active attempts to encourage women to select from all career options. Which strategy to use depends on the counselor's developing an hypothesis about the basic problem or barrier

that is impeding the person's choice of a nontraditional career.

Counselors who employ the skill development strategy hypothesize that the problem keeping women from entering nontraditional careers is their lack of certain basic skills required for career entry. They think, for instance, that these women may require instruction in the use of farm machinery before they can successfully enter the agriculture field.

A second strategy, the career awareness strategy, combines two hypotheses. The first is that women do not enter nontraditional careers because they are unaware of them as viable career options; the second, that even if women are aware of the nontraditional options--for example, welder, pilot, or sportscaster--they view them as incompatible with their own sense of femininity. Counselors who use this strategy combine information about careers with role models who demonstrate that nontraditional career women do not necessarily lose their femininity.

The self-awareness strategy is based on the hypothesis that women suffer a conflict between their anticipated adult roles and their perception of the role of women in nontraditional careers. For instance, these women may perceive an irreconcilable incongruity between their possible parental role in raising young children and their possible career role as a young lawyer trying to become established. This strategy suggests that if women have clearly developed life goals and and if they can learn to identify with models of women who are successfully balancing and pursuing career and other roles, then they can formulate plans to accommodate the roles and proceed with education and/or training in the nontraditional career.

The job seeking strategy, a fourth approach, stems from the hypothesis that women have neither the proper attitude nor the requisite job-seeking skills to pursue nontraditional employment. Counselors subscribing to this hypothesis believe that if these women learn job-seeking skills and how to be assertive in seeking employment, then they will have more chance of being successful in entering their

desired career.

The underlying assumption in these first four strategies is that "the problem" is within the woman--she lacks skills, she must learn about career options and that they do not necessarily make her unfeminine, she needs to accommodate a specific career role with other adult roles, or she must acquire job-seeking skills. The fifth strategy emerges from a cluster of hypotheses that "the problem" is located outside the person. The coping skills strategy assumes, for example, that parents, teachers, and counselors steer women away from courses needed for entry into nontraditional careers, that universities overtly or covertly discriminate against women's entry into nontraditional majors, or that employers choose not to hire women for nontraditional jobs. The task of the counselor who is working from any of the discrimination hypotheses is twofold. First, the counselor must focus on "the system," without a particular individual in mind. For instance, the counselor might work with a specific university department on its admissions standards and procedures.⁴ Second, the counselor must work with the woman to make her aware of barriers, many of which may be hidden from the unaware person, and to teach her techniques to deal with the barriers.

In the remainder of this section we describe each of these strategies more fully. Although they are described separately, the five approaches are certainly not mutually exclusive and counselors should choose among or combine them based on their best judgments of the individual's needs.

Skill Development Strategy

The results of many tests (e.g., American College Testing Program and National Assessment of Educational Progress) have shown that men as a group significantly outperformed women as a group in areas like

⁴Of course, regardless of the counselor's involvement, most educational institutions have been required by Title IX to review their admissions procedures to make certain that they do not discriminate on the basis of sex.

math and science. Of course, many individual women outperform men generally, and possess the required skills necessary for entry into particular careers. However, test results indicate that some women do not possess the necessary competencies to enter their chosen nontraditional career training programs, although they possess the necessary aptitude and interest.



SOME WOMEN (AND MEN) ARE IN A DITHER OVER MATH; OTHERS FEEL COMFORTABLE ABOUT THEIR ABILITY, BUT THEY HAVE NOT DEVELOPED THOSE SKILLS. BOTH GROUPS REQUIRE MATH SKILL DEVELOPMENT PRIOR TO ENTRY IN MANY CAREERS.

Math anxiety represents a highly publicized impediment to women entering a host of careers which require competency in math. Lenore Blum at Mills College, Oakland, California, has developed specific programs to instruct college women in math skills so that they can "catch up" and overcome their anxieties about math. The staff of the Lawrence Hall of Science at the University of California, Berkeley, created a program with similar purposes for elementary school girls.

Sheila Tobias' book, Overcoming Math Anxiety (1978), lists model programs and strategies for working with women of all ages.

The National Science Foundation has funded a number of programs similar to one organized at the University of Dayton, Dayton, Ohio, to provide an update in technical areas for women who are seeking reentry into their career field after a lapse in employment. The SCORMEBE program in the School of Engineering at the University of Kansas provides special tutoring and supportive counseling services for minority women in engineering.

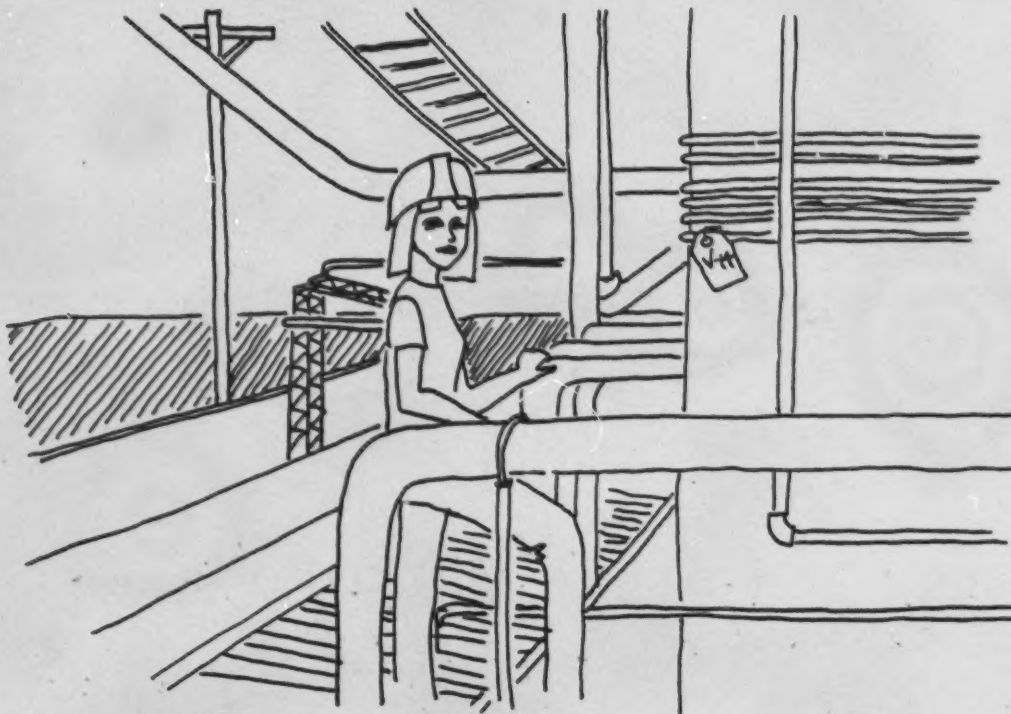
All of these remedial programs for women have been aimed at both developing skills and building self-confidence.⁵ To use this strategy successfully, counselors need to be able to identify individual ability and interest through the use of sex-blind tests and refer women to available programs and resources. The latter task perhaps also requires local adaptation of whatever program is chosen and, where appropriate, insertion of the program into the mainstream of the educational institution's activities. This action enables the largest possible number of women to get the necessary skill instruction--instruction that is not labeled remedial, which often connotes retarded. We encourage viewing skill development as a necessary part of the educational process rather than as remedial.

Career Awareness Strategy

Although the skill development strategy assumes that women lack skill and/or confidence in their abilities, the career awareness strategy assumes that they lack knowledge about the wide variety of career options or view nontraditional careers as unfeminine and therefore

⁵Lest you be concerned that special remedial programs are prohibited by Title IX, be reassured that the Title IX guidelines do allow special programs for the sex which has been underrepresented in that particular field. Of course, the guidelines are only guidelines and have not been thoroughly tested in court, but the principle of allowing remedial programs seems assured. Consult your school's attorney if you have questions about your own particular program.

incompatible with their self-image. The job of the counselor is to provide information that highlights women pursuing nontraditional careers and make certain that the female actively "hears" and considers the message.



SOME CAREERS ARE VIEWED AS UNFEMININE. "THE WORK'S TOO HARD. YOU MIGHT GET HURT. BOYS WON'T LIKE YOU." MESSAGES LIKE THESE STATEMENTS MAKE CERTAIN CAREER CHOICES DIFFICULT.

Information may be gathered from brochures, movies, books, magazines, and other print or audiovisual forms, or from face-to-face contact with women who are pursuing nontraditional careers. The counselor can use typical sources of career information, but should review them first to make certain that both women and men are shown and that in the interpretation of the literature women (and men) are successfully pursuing nontraditional fields with no loss of femininity (or masculinity).⁶

⁶This review of career information is not only very sensible but is required under Title IX guidelines.

The counselor also can use the new information developed specifically to show women in nontraditional fields. The following are examples of new materials that portray women in a wide cross section of careers, including the nontraditional: What To Do With The Rest of Your Life: The Catalyst Career Guide For Women In The '80s (Catalyst, 1980) for college and older women; Joyce Slayton Mitchell's I Can Be Anything (1975) for high school students; Suzanne Seed's Saturday's Child (1974) for intermediate and junior high students; and Robot (Fun-Da-Mentals, 1972), Free To Be. . . You and Me (Ms., 1974), and Community Careers for the Flannel Board (Instructo, undated), for preschool and primary students. Materials for specific career areas are also available. For example, in the science area, a brochure, Women in Science and Technology: Careers for Today and Tomorrow (American College Testing Program, 1976); a slide tape program, Women in Science (Moché, 1975); and a movie, A World for Women in Engineering (Bell Telephone, 1976), are for use with high school or college women. The concluding section of this monograph contains specific references to these and other useful, current materials.

The career awareness strategy can easily and rightfully be included in the ongoing classroom curriculum. Career Education in the Academic Classroom (Mangum et al., 1975), while not aimed at encouraging women to consider nontraditional careers, does suggest to the classroom teacher how career education might be incorporated into classroom activities in each of seven academic areas.

Role models serve the very important function of making real the notion that women do indeed pursue nontraditional careers, that in so doing they do not lose their femininity, and that careers can successfully mix with other important adult roles. Using community persons as instructional resources and role models is becoming increasingly popular. For example, COMETS, Career Oriented Modules to Explore Topics in Science (Smith, 1981), provides several dozen science lesson plans for grades five to nine featuring female and male community members who

vocationally or avocationally apply the science concepts being taught these early adolescents. After engaging students in dramatic "gee-whiz" illustrations of the science concepts, resource people relate how they use these concepts in their careers; then they talk with students about their careers. These classroom visits of role models are supplemented with biographical sketches of women in science careers from athletic trainer to zoologist, and with information about significant contributions made by women in all facets of science (Smith, 1980, 1981).

The role models can talk with entire classes or small groups. Alternatively, parents can be invited to take part in the discussions. Students should be able to ask their own questions, but the sessions should give the role models an opportunity to describe the career and how they trained for it; their life line and daily activities; how their work fits in with family, community, and personal activities; and any unique features of their career relating to their being female. Counselors should choose the role models carefully so as to encompass a cross-section of careers, life and family styles, educational backgrounds, and ages. Wherever possible, the role models' careers should tie in with what the students are studying, so that they see pointedly the eventual career payoff in continued study, especially in areas not usually pursued by their group, and so that the cooperating teachers see both a career and subject matter payoff in using the role models.

Role models can talk not only with large or small groups as described, but also directly with individual students. Students also can interview people in careers of personal interest. They might shadow the career person through a day's activities, or intern in a paid or volunteer position under a role model.

In the career awareness strategy counselors are attempting to sell the career; so they should choose role models who not only can provide valid information but also can make the career seem attractive to a woman. Role models can be found (a) in business and industry--- increasingly businesses are interested in showing how "liberated"

they are to have hired women in nontraditional areas and also truly desire to attract the best talent, whether female or male; (b) in professional associations--a practitioner in the field can provide a reference to the local association; (c) at the college or university--a rich resource, since many nontraditional fields have a much larger proportion of women in training programs than already on the job; and (d) through governmental agencies--so far, due to affirmative action programs, these have achieved the best record in hiring women in nontraditional areas.

Self-Awareness Strategy

Some theorists of career choice assert that people somehow match interest and ability with the activities required in a certain career and that the matching process itself is the key to career choice. Such a process assumes that the career choice is the central choice that an individual must make and that other choices (e.g., whom to marry, where to live, how to raise children) either come after the career choice or are relatively unaffected by it. However, this assumption cannot be made for women (and probably ought not to be made for men). Women have a galaxy of interrelated choices; and if women are to enter nontraditional careers, then they cannot separate decisions about careers from decisions about self and life planning, including spouse, children, desired life style, and realistic personal goals.

The self-awareness strategy is based on the hypothesis that if women are to pursue nontraditional careers, they must find some matching between themselves and the chosen career, in terms both of interests and abilities and, more importantly, of desired and expected life styles. This strategy requires that women analyze and resolve the role conflict that they feel often exists between a career role and their roles as parent and spouse. Women must see a career as potentially fulfilling some of their personal life goals without negating the fulfillment of other goals. Additionally, these women must clarify

their relationships with important others (e.g., parents, friends, potential or actual spouse, and/or children), the expectations of these other significant people for them, and the effects of these relationships on their life choices. A book that can help women explore these relationships while evolving career plans and goals is How To Go To Work When Your Husband Is Against It, Your Children Aren't Old Enough, And There's Nothing You Can Do Anyhow (Schwartz et al., 1972).

The following activities are useful in implementing the self-awareness strategy. The activities come from two programs in use at the University of Kansas, one for women especially talented in math and science (Smith & Stroup, 1978) and one for undergraduate women in general (Gordon & Smith, 1977). However, the principles illustrated in each activity are also appropriate for high school or older women.

Life span. We might also label this activity "Does Life End Halfway Through?", for it is designed to make the student aware of the extent of her entire life span. Too often young women conceive of their whole life as marrying and raising children. They do not recognize that even if they do marry and spend a significant amount of time in child-rearing, by the time their children enter school and need less parenting, they will have approximately half of their lives still ahead of them. Figure 5 illustrates a hypothetical woman's entire life span. The point of this activity is not to advocate a serial life style with child-rearing and career segregated, but rather to make clear that planning for one's adult life should include the entire life span. Women can prepare their own expected life line and compare it with that of the hypothetical woman.

Ideal life scenario. The life span activity points out to the young woman that much of her life remains ahead of her and raises the question of how she desires to lead her future life. The hidden message is, "Take control of your future." The ideal life scenario is a technique to help the woman clarify her goals so that she can take control. We have asked high school senior women to close their eyes

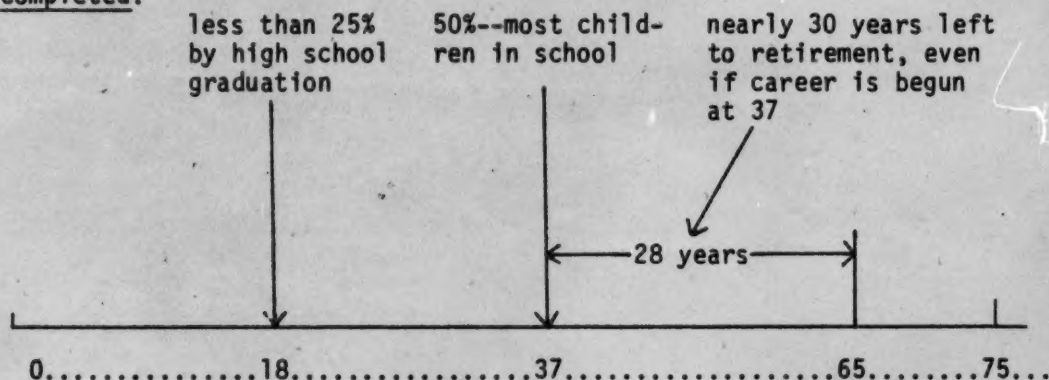
and formulate a picture of their ideal dwelling ten years in the future (when they're about 28 and could possibly have completed their education, married, started a family, entered a career, or explored any of a number of options open to them). After mentally visualizing the dwelling and then drawing a picture of it, they describe a typical day or days in their life. Following this personal fantasizing, they talk in groups of three about their ideal life, their feelings about it, and what they will need to do to make it a reality. (See Figure 5.)

In addition to having women question and clarify goals, the ideal life scenario has an additional purpose. Probably we do not choose to do things we have never thought of doing. If we cannot imagine ourselves selling anything, preaching from a pulpit, or driving a truck, then we probably will not choose a career that incorporates these activities. Because women often exclude themselves from certain activities because they have never thought of doing them, they should be given an opportunity--perhaps even be forced--to imagine themselves involved in nontraditional activities.⁷ The ideal life scenario gives the counselor an opportunity to ask how the woman formulated her ideal life and whether she has considered a specific nontraditional career (which the counselor believes might fit with the interests and abilities of the individual).

Decision making. This activity has a dual function. First, it requires that the woman examine her decision making process to see whether she actively makes important decisions or passively accepts decisions made for her or expected of her. Second, it asks the woman to consider the major forces that influence her decisions, especially career decisions. In this activity each woman identifies a recent important decision--where to go to college, perhaps, what job to take,

⁷One significant problem with interest scales that have different norms for women and men is that some careers are never suggested to women and they miss this opportunity to "try on" these careers for size.

Portion of life completed:



- | | | | |
|-------------|------------------|------------|--------------|
| - Childhood | ? - Marriage | ? - Child- | - Retirement |
| - Schooling | ? - Young child- | rearing | |
| | ? - Education | ? - Work | |
| | ? - Work | | |

Figure 5. Activities in the typical woman's life span. No woman's life fits a pattern, but some parts are fairly predictable. Schooling through high school takes up less than 25% of total life span. Even if a woman chooses not to enter a career until the midpoint in her life when typically the last child has entered school, she still has nearly 30 years to devote to work. Today's work-life expectancy is 40 years for women who remain single, 30 years for childless married women, and 15-25 years (depending on number of children) for married women with children. How will you spend your future?

whether to date a particular person--and lists all of the factors that supported or opposed that decision. After determining whether the various factors were within or outside their control, the women form groups of three and examine their decisions, helping each other to see what influenced their choice and the process they went through in making it. If women are to enter nontraditional careers, then they will have to act in a planful, decisive manner, being aware of the various forces impinging on their decisions. The decision making activity is designed to help women to become more planful.

In a related activity, women make a career history of their family tree back to their great-grandparents, including their aunts, uncles, and siblings. Very often a clear, similar pattern can be observed among the male and female family members. The women are not told to reject this family history; rather, they are asked to examine their own decision making in light of it. Do they make decisions about their future because the decisions fit the family pattern and "feel right"? Or do they make decisions because they have considered all reasonable alternatives and have come to what seems to be the wisest conclusion?

Competencies and resources. Career decisions made only on our dreams or our fantasized future are as ethereal as the wind. The woman must base her career choices on the reality of her capabilities and resources. However, there is the danger that an analysis of capabilities and resources will become fatalistic, requiring that certain decisions be made; a balance between the dream and the reality can mitigate the fatalism.

If women are to base nontraditional career decisions partially on the usual methods of aptitude assessment, then they should analyze their capabilities in a nontraditional fashion. Does skill in science necessarily lead to a career as a nurse, lab technician, or dietician? It is true that these careers do require science skills; but other careers like physician, dentist, engineer, and veterinarian also

require these skills and may be far more harmonious with the woman's ideal life.

Role models. Previously we emphasized that people usually do not choose to do things that they have not thought of doing, nor do they usually choose things that do not appear to be, or have not been experienced to be, in the realm of the possible. For instance, if a young girl sees a woman in her church or temple fulfilling the role only of secretary to the religious education director, why should she seriously consider the ministry? This is certainly true of career decisions; so an important task of the counselor is to help the women to think of themselves in nontraditional careers. Role models, women who themselves are training for or pursuing nontraditional careers, can be very effective in furthering this process. Role models can help women not only to stretch their dreams but also to assuage their concern that a certain career is unfeminine or that the pursuit of that career is incompatible with the roles of wife or mother.

Female role models can be presented in the classroom in a covert way by careful selection of the literature and audiovisual materials offered to students. After all, all sorts of male role models are observable in history texts, science movies, and English anthologies; so there is clear justification for the teacher to present female role models through the so-called "hidden curriculum." Moreover, stories about female police officers, the contributions of women in science, or the trials of struggling female novelists are not mere fiction; a large number of women have had these experiences, even though information about them may not have found its way into commonly used textbooks and media. A good deal of indirect counseling can be done through a judicious reappraisal of film catalogs, textbook lists, and acquisitions for the school library.

More directly, the teacher can invite women in nontraditional careers to the classroom to talk with students about their area of



**POSITIVE ROLE MODELS DISPEL MISCONCEPTIONS ABOUT WOMEN IN
NONTRADITIONAL CAREERS.**

expertise. The female military officer, fire fighter, or elected official not only provides information but also subtly presents the message that women can pursue any career, thereby extending the realm of the possible.

In conversation with young women regarding career choices, the role model can present information about the activities, necessary training, problems, and rewards of her own career area. More important, she can talk about how she has organized her life to accommodate career and family roles, both in daily activities and over the years. In the discussion she can describe how her colleagues, family

and friends react to her and how being a woman affects her job performance, and can offer advice to a young woman considering her kind of career.

Society assumes that a young man will have a career. He usually does not have the prerogative of making the more basic choice of whether to pursue a career. A young woman more often has a choice about pursuing a career, or at least she has some choice about the degree to which she will pursue it and how to mesh the career with other parts of her life. Role models should be selected to show that nontraditional careers can be combined with spouse and family and that this combining can occur in a variety of ways.

Significant others. The influence of others--parents, friends, teachers, and future colleagues--cannot be overlooked. Every woman should become vividly aware of the effects of their influence on her decision to enter a nontraditional career, and, where possible and appropriate, significant others should participate throughout the career decision process.

As we involve high school senior women in the ideal life scenario and the activities described previously, so we also ask their parents to participate in similar activities. For example, we ask parents to write an "end-of-the-year letter" (which has become a popular inclusion in Christmas cards) as they might write it ten years in the future. They are to assume that everything in their daughter's life is going very well and that they are very pleased with her and proud of her. After finishing the letter they share it privately with their daughter and compare it with the ideal life scenario written separately by the daughter. The purpose of this activity is to open communications between parents and daughter so that parents' expectations for their daughter and the daughter's expectations for herself can become explicit and can be dealt with. When role models discuss their nontraditional careers with the daughters, parents are also invited to take part. By so doing, the parents can ask questions engendered by their own experience, daughters can learn their parents'

concerns and benefit from answers given to those questions, and both can share the information derived from the discussion.

Entering a nontraditional career means that women will have to communicate with colleagues, friends, and family in a way different from that of women who pursue more traditional lives. Female role models help young women anticipate problems they will face as well as suggest possible solutions. We also ask women to select one or two people who they think would be supportive of their potential choice of a nontraditional career and one or two who would be nonsupportive. The purpose of this activity is for women to identify support (for that surely is needed when making a nontraditional career decision), to learn how others feel about their decision, and to make plans to deal with anticipated problems.

Job-Seeking Strategy

A woman may possess the requisite occupational skills, be aware of career options, and may even have made a nontraditional career choice, but she still may be unable to seek, find, and be selected for a job in the nontraditional career area. The task of the counselor in this case is to help the person acquire skills specific to the job-seeking task.

Just how does one go about seeking a job? Marketing Yourself: The Catalyst Guide to Successful Resumes and Interviews (Catalyst, 1980) provides one excellent approach to that process; and Job Options for Women in the 80's (U.S. Dept. of Labor, 1980) contains similar information in briefer form. Both resources provide conventional, sound advice. What Color Is Your Parachute? (Bolles, 1981), which in several editions has been a best selling trade book for nearly a decade, describes a thorough, innovative, job-hunting process, starting with a skills and interests inventory and continuing through being hired. All three books clearly announce, "Take command!" to the job hunter; but Bolles outlines a process whereby a person creates a job rather than being chosen for a job after searching want ads, writing

resumes, interviewing, and doing similar conventional job-search tasks.



SOME WOMEN HAVE NOT LEARNED HOW TO PURSUE A JOB, THUS WIPED OUT THEIR PURSUIT OF A NONTRADITIONAL CAREER

Women often find the job interview particularly difficult. Perhaps because she is unclear herself about what job she desires or is qualified for, the woman may present a tentative or uncertain image. The employer may have a private agenda based on a series of myths about women, e.g., "She'll quit to have a baby and I'll lose my training investment," or, "She won't be willing to work overtime or travel," or, "My employees won't work for a woman." The counselor can teach the individual to be an assertive interviewee. In assertiveness training, we introduce women to assertive communication skill-building, underscore the rights and responsibilities of the interviewer and interviewee, list possible questions that they may be asked in the interview (based on myths), suggest techniques of answering and parrying the questions, provide

models of assertive interviewing, and set up an opportunity for each woman to practice her skills.

Coping Skills Strategy

Whereas the previous four strategies stem from the hypothesis that the problems lie within the woman, the coping skills strategy assumes that the problem is outside the woman in the form of various discriminatory practices and attitudes. As a responsible member of the educational community, the counselor must identify and combat practices which discriminate against women, especially when those practices are directly related to the activities of the counselor. Examples of areas, often within the purview of counselors, which may be sources of discrimination are academic planning and enrollment for classes, admission to specific programs, interest inventories and other standardized tests used in career counseling, financial aid, and job placement. Especially when career education is infused into the entire school curriculum and the counselor functions as a member of the instructional team, counselors and their teacher colleagues should be aware of how women are portrayed in instructional materials and should take positive steps to make certain that women and men are shown in nontraditional careers and settings.

Women need to become aware of and develop personal coping skills that will help both in the job and in personal life endeavors. A woman should be cognizant of the benefits that support organizations and systems provide for the person entering a nontraditional field. In all likelihood, the woman will have to pursue these opportunities actively to develop the relationships that will make these benefits a reality.

In seeking employment the woman should find out about personnel support services and programs available to employees of the firm being considered, such as in-house career enhancement programs, child care facilities, personal counseling, and recreational/fitness facilities



OVERT AND COVERT DISCRIMINATION MAY EXIST IN THE SCHOOLS AND THE MARKETPLACE. WOMEN NEED TO LEARN TO RECOGNIZE SIGNS OF DISCRIMINATION AND TECHNIQUES FOR DEALING WITH IT.

and programs.

An effective way to cope, on-the-job, is to combine one's interests, skills, and concerns with those of one's co-workers. A 1981 entertainment film, Nine to Five, despite work roles which are traditional, depicts three women workers effectively using their skills to cope with their initially unpleasant and unsatisfying work situation.

Even though the problem appears to come from outside sources, a woman still must learn to cope effectively with discrimination--be it blatant or subtle, overt or covert. How does a woman do this? The answer is not simple, but perhaps asking herself a few questions might help to clarify the issue, as well as play a vital part in the decision making process. A woman might ask herself: What is my worth? How do I feel about this particular situation? If I react, what are the risks or consequences? A woman has to develop self-protective techniques to

keep from being victimized, as well as skills in working out conflicts with others. Women must become more assertive in order to cope with discrimination. Confidence in their communication skills will enable them to express themselves more openly and honestly. Within the job-seeking strategy we have already described is an assertive interviewing activity designed, in part, to help women deal with possible discriminatory attitudes of interviewers. Female role models can be helpful in the self-awareness strategy by discussing problems they have encountered as women and techniques they have used to overcome them.

We believe that making women aware of possible problems before they arise is the best way to help high school and college women combat likely difficulties. Thus, in addition to teaching assertive skills and utilizing female role models, we present information about possible discriminatory barriers in a didactic format or through readings (e.g., Epstein's Woman's Place, 1971).

Summary

Why do some women avoid even considering nontraditional careers? Despite legislation regarding nondiscrimination in employment and special programs designed just for women, why are women still clustered in so few occupations and underrepresented in so many? Does a woman possess the skills necessary for a nontraditional career? Does she really know that a wide range of careers, including the primarily male-dominated ones, are open to her? Does she view some careers as unfeminine? Do some careers appear to be incompatible with mother and wife roles? Is a woman blocked from some career choices by discriminatory barriers? Does she possess the inclination and the skills to seek employment assertively?

The answers to these questions are not simple, and no counselor should assume that a single program or change in counseling technique

will ameliorate the situation for all women or for any individual woman. Finding solutions may require a reassessment by counselors and women of attitudes toward career and gender, and a complete program designed to teach counselors more effective counseling techniques. Counselors must be able to choose among alternative strategies based on their best professional evaluation of the woman's needs and must have the techniques and resources to deliver on each of the strategies.

In this effort the counselor must not remain isolated from the rest of the school staff. Broadening career options for women should not be limited to the counseling office. Rather, the entire faculty, as part of the mainstream of their daily endeavors, must select from available resources and model programs experiences that will help women students make planful, responsible career and life choices.

RESOURCES AND REFERENCES

This monograph suggests five hypotheses about why women may be underrepresented in careers that are considered nontraditional. The remainder of the publication contains additional resources to help counselors put into practice the strategies identified. The first three sections--socialization of women, women in the labor force, and minority women and work--provide background information. Counseling women, the following section, includes materials, generally theoretically- or research-oriented, about counseling women; the next section on career programs describes programs for implementing one or more of the strategies. The portion on career information materials includes books, films, posters, and other resources to be used in the counseling process. Because new resources are continually becoming available, several resource organizations are listed that can help counselors keep abreast of new materials.

A. Socialization of Women

These resources deal with the socialization of women, barriers affecting women and their employment, and sexism in education.

Alper, T. G. Achievement motivation in college women: A now-you-see-it-now-you-don't phenomenon. American Psychologist, March 1974, 29, 194-203.

Suggests that the inconsistent appearance of female achievement motivation is a function more of wide methodological differences from study to study than of basic instability of the motive.

Angrist, S. S., & Almquist, E. M. Careers and contingencies: How college women juggle with gender. New York: Dunellen, 1975.

Reveals through a longitudinal study how a group of college women define their roles as career person and family person over a 4-year period.

Bardwick, J. Readings on the psychology of women. New York: Harper & Row, 1972.

Includes a very useful set of readings about the psychology of women.

Clark, L. Considerations for married career women. Journal of the National Association for Women Deans, Administrators, and Counselors, Fall 1976, 40(1), 18-21.

Reviews the literature on the advantages, disadvantages, and factors influencing decisions to combine marriage with a career.

Epstein, C. Woman's place: Options and limits in professional careers. Berkeley, CA: University of California Press, 1971.

Outlines women's career patterns and the problems they face in pursuing professional careers.

Farmer, H. Helping women to resolve the home-career conflict. Personnel and Guidance Journal, June 1971, 49(10), 795-801.

Discusses the reasons why women experience home-career conflict, suggests a solution to the conflict, and presents ways in which counselors can facilitate choices.

Fox, L. H., Fennema, E., & Sherman, J. Women and mathematics: Research perspective for change. Washington, DC: National Institute of Education, 1977.

Provides three extensive summaries of research and their implications.

Harrison, L., & Passero, R. Sexism in the language of elementary school textbooks. Science and Children, January 1975, 12, 22-25.

States that because language is an expression as well as a determinant of cultural values, it may also serve as a cure for sexist thinking. Offers excellent evidence that masculine generic words (e.g., man-made) are interpreted by elementary students as masculine.

Hawley, P. What women think men think: Does it affect their career choice? Journal of Counseling Psychology, 1971, 18, 6193-199.

Investigates the processes underlying women's career development which make it different from men's. Hypothesizes that men's views of appropriate feminine behavior play a significant, although often unrecognized, part in the process.

Horner, M. S. Toward an understanding of achievement-related conflicts in women. Journal of Social Issues, 1972, 28(2), 157-175.

Reviews the motive to avoid success and some evidence for its occurrence among women.

Howe, F. Educating women: No more sugar and spice. Saturday Review, October 16, 1971, pp. 1-7.

Discusses the ways in which educators foster sex stereotypes in children.

Kundsir, R. B. (Ed.). Women and success: The anatomy of achievement. New York: William Morrow and Company, 1974.

Presents career patterns and problems of women in nontraditional science careers.

Maccoby, E., & Jacklin, C. The psychology of sex differences. Stanford, CA: Stanford University Press, 1974.

Reviews the evidence for differences between the sexes.

National Education Association. Sex role stereotyping in the schools. Washington, DC: Author, 1201 16th St., N.W., 20036, 1973.

Contains essays on sex role stereotyping in the schools.

O'Neil, J. M., Ohlde, C., Barke, C., Gelwick, B. P., & Garfield, N. Research on a workshop to reduce the effects of sexism and sex role socialization on women's career planning. Journal of Counseling Psychology, 1980, 27(4), 355-363.

Describes a model of career decision making by women and the results of a four-week workshop for college women based on the model; provides an extensive bibliography of research and theory.

Picou, J., & Curry, E. Structural, interpersonal, and behavioral correlates of female adolescents' occupational choices. Adolescence, Fall 1973, 18, 421-432.

Explores the relationship of selected factors to occupational choices of female adolescents.

Teitelbaum, M. S. (Ed.). Sex differences: Social and biological perspectives. Garden City, NY: Anchor Books, 1976.

Examines human sex differences from a social-biological perspective.

Tibbetts, S. Elementary schools: Do they stereotype or feminize? Journal of the National Association for Women Deans, Administrators, and Counselors, Fall 1976, 40(1), 27-33.

Looks at question of whether schools promote sex role stereotypes.

Verheyden-Hilliard, M. E. Kindergarten: The training ground for women in administration. Journal of the National Association for Women Deans, Administrators, and Counselors, Summer 1975, 38(4), 151-155.

Because women train as early as kindergarten for their occupational roles, suggests that we must socialize both men and women to their equality of status and opportunity.

Westervelt, E. Barriers to women's participation in postsecondary education. Washington, DC: U.S. Government Printing Office, 1975.

Reviews the literature on institutional, social, and psychological barriers to women's participation in postsecondary education.

Wirtenberg, J., Klein, S., Richardson, B., & Thomas, V. Sex equity in American education. Educational Leadership, January 1981, 38(4), 311-319.

Examines progress in sex equity in schools, points out how to identify subtle signs of inequity, and suggests methods to correct the inequities.

Witt, S. H. Native women today: Sexism and the Indian woman. Civil Rights Digest, Spring 1974, pp. 29-35.

Provides background and overview of the current situation for Native American women in regard to education, employment, and health, with emphasis on special needs; deals with racism and sexism (whole issue).

B. Women in the Labor Force

Resources in this section deal with trends and developments related to women in the workforce.

Alden, E. F., & Seiferth, B. B. Factors influencing choice of technical careers by women and minorities. Paper presented at the American Educational Research Association Special Interest Group for Community/Junior College Research, North Central States, July 1979. (ERIC Document Reproduction Service No. ED 188 656)

Reports the results of a survey of the factors most influential in career decision making of large sample of students at 16 Illinois community colleges.

Blaxall, M. & Reagan, B. (Eds.). Women and the workplace. Chicago: University of Chicago Press, 1976.

Contains an expanded version of the proceedings of a conference on occupational segregation.

Bureau of Labor Statistics, U.S. Department of Labor. Perspectives on working women: A databook. (Bulletin 2080). Washington, DC: Author, 1980.

Presents very detailed statistics on women in the workforce.

Dusen, R., & Sheldon, E. The changing status of American women.
American Psychologist, February 1976, pp. 106-116.

Discusses trends in the total life span of women.

Farmer, H. S., & Backer, T. E. Women at work: Things are looking up.
Los Angeles: Human Interaction Research Institute, 1975. (ERIC
Document Reproduction Service No. ED 127 519)

Provides information for girls and women in eight areas of career planning.

Gappa, J. M., & Vehling, B. S. Women in academe: Steps to greater equality. (ERIC/Higher Education Research Report No. 1).
Washington, DC: American Association for Higher Education, 1979.

Describes the roles of women in higher education, the causes and effects of inequities for women in higher education, and makes recommendations to increase equitable treatment of academic women.

Hedges, J., & Bemis, S. E. Sex stereotyping: Its decline in skilled trades. Monthly Labor Review, May 1974, 97(5), 14-22.

Presents theoretical and practical factors affecting women in the skilled trades.

Katzell, M. E., & Byham, W. C. (Eds.). Women in the work force: Confrontation with change. New York: Behavioral Publications Inc., 1972.

Provides a comprehensive review of the status of women at work and the factors that affect their status.

Kessler-Harris, A. Women have always worked. A historical overview.
Old Westbury, NY: The Feminist Press, 1981.

Describes the working role of women throughout various historical periods of the American culture.

Loring, R., & Wells, T. Breakthrough: Women in management. New York: Van Nostrand Reinhold, 1972.

Offers a contemporary view of the role of women in management.

Lowenstern, H. (Ed.). Monthly Labor Review, November 1975, 98(11), 3-35.

Contains three articles on women in the labor force.

Marshall, P. Look who's wearing lipstick! Manpower Magazine, December 1972, 4(12), 1-9.

Looks at some women in nontraditional occupations--what they do and why they want to do it.

Phelps, A. T., Farmer, H. S., & Backer, T. E. Selected annotated bibliography on women at work. Los Angeles: Research Institute, 1975. (ERIC Document Reproduction Service No. ED 127 520)

Contains 240 annotations of books, journal articles, and miscellaneous reports from recent literature concerning women's studies and career guidance for women and girls.

Pogrebin, L. C. Getting yours: How to make the system work for the working woman. New York: McKay Co., 1975.

An informative guide to the working world, suggests how the working woman can best function in it to serve her needs.

Polson, T. E. The rights of working women: An international perspective. Virginia Journal of International Law, 14(4), 1974.

Reviews legal rights of working women, and obstacles to implementation of working women's rights.

Sollie, R., & Lightsey, M. Occupational status projections during high school and post-high school and full-time work experiences. Paper presented at the Rural Sociological Society annual meeting, San Francisco, August 1975. (ERIC Document Reproduction Service No. ED 118 896)

Discusses relationship between occupational status projections and subsequent occupational attainment.

Stromberg, A. H., & Harkness, S. (Eds.). Women working: Theories and facts in perspective. Palo Alto, CA: Mayfield Publishing Company, 1978.

A sociological perspective on women and work, contains sections on women, work, and the labor force; sociological perspectives on women

working; specific occupational experiences of women; women's work and social change; and minority women in the labor force.

U.S. Department of Labor, Employment Standards Administration, Women's Bureau. The myth and the reality. Washington, DC: U.S. Government Printing Office, 1974.

Outlines common myths about women in the workforce and presents evidence refuting the myths.

U.S. Department of Labor, Office of the Secretary, Women's Bureau. Job options for women in the 80's. Washington, DC: U.S. Government Printing Office, 1980.

Includes information about women in the workforce and careers.

Voices for women: 1980 report of the President's Advisory Committee for Women. Washington, DC: Superintendent of Documents, U.S. Government Printing Office, 1980.

Presents report on status of American women.

C. Minority Women and Work

These resources relate to the specific concerns of minority women and work.

Alpha Kappa Alpha Sorority. Heritage Series (5 vols.). Chicago: Author, 5211 S. Greenwood Ave., 60615, 1968-1972.

Consists of five pamphlets describing successful black women in judiciary, politics, business, medicine, and dentistry.

Bureau of Apprenticeship and Training, Employment and Training Administration, U.S. Department of Labor. Directory for reaching minority and women's groups. Washington, DC: Author, 1979.

Contains a directory arranged by geographical areas.

Directory of special programs for minority group members: Career information, employment skills banks, financial aid sources. Garrett Park, MD: Garrett Park Press, 1975.

Contains a compilation of job information from all Federal agencies compiled by the Inter-Agency Minority and Female Recruiters Association, a federal career assistance center. IMFRA maintains a register of women and minorities and helps them to cope with the complexities of Federal job seeking. To register or for more information, write Vondell Payton, IMFRA, Box 23962, L'Enfant Plaza Station, Washington, D. C. 20024. Phone (202) 755-3516.

Harren, V. A., Daniels, M. H., & Buck, J. N. (Eds.). New directions for student services: Facilitating students' career development. San Francisco: Jossey-Bass, Inc., 1981.

Assists counselors to respond to the career development needs of an increasingly diverse student population. The book includes chapters on adult development, young and middle adults, special populations, small-group process, faculty as facilitators, and paraprofessionals as they relate to the planning and implementation of career development.

Minority Women Employment Program, 40 Marietta Street, N. W., Suite 808, Atlanta, Georgia 30303.

Provides print and film resources.

Stromberg, A. H., & Harkess, S. (Eds.). Women working: Theories and facts in perspective. Palo Alto, CA: Mayfield Publishing Company, 1978.

A sociological perspective on women and work, contains sections on women, work, and the labor force; sociological perspectives on women working; specific occupational experiences of women; women's work and social change; and minority women in the labor force.

U.S. Department of Labor, Employment and Training Administration. Placing minority women in professional jobs. Washington, DC: Author, 1978.

Describes how to operate a program to facilitate the employment of college-educated minority women. It can be used as a "how to do it" reference for organizations placing underused minorities and women into high-quality jobs they have not traditionally held.

Witt, S. H. Native women today: Sexism and the Indian woman. Civil Rights Digest, Spring 1974, pp. 29-35.

Provides background and overview of the current situation for Native American women in regard to education, employment, and health, with emphasis on special needs; deals with racism and sexism (whole issue).

Wolkon, K. A. Counseling girls and women: A guide for Jewish and other minority women. Washington, DC: B'nai Brith, 1640 Rhode Island Ave., N. W., 20036, 1973. (ERIC Document Reproduction Service No. ED 109 551)

Provides an overall picture of the world of work in the 1970's and offers specific information on the needs of minority groups, particularly Jewish women, in the counseling setting.

D. Counseling Women

These resources refer to issues in the career counseling of women, including counseling approaches, relationship of the counselor and woman client, and standardized tests on attitudes toward women.

American Psychological Association. Report of the task force on sex bias and sex-role stereotyping in psychotherapeutic practice. American Psychologist, December 1975, pp. 1169-1175.

Examines the extent and manner of sex bias and sex-role stereotyping in psychotherapeutic practice and recommends actions.

Angrist, S. Counseling college women about careers. Journal of College Student Personnel, November 1972, 13(6), 494-498. (EJ 067 626)

Reports on the findings concerning the process for developing career aspirations and on the factors which foster career interest. Describes ways of affecting the career decision process, of fostering career influences, of altering vocational counseling, and of utilizing role options.

Bem, S. L. Bem sex-role inventory. Princeton, NJ: Educational Testing Service, 1974. Tests in Microfiche-C, Test Collection #001761.

Describes a test for adults, measuring sex-role identification and yielding scores of masculinity, femininity and androgyny.

Berry, J. B. The new womanhood: Counselor alert. Personnel and Guidance Journal, October 1972, 51(2), 105-108.

Urges high school and college counselors to become aware of the new trends in changing attitudes of women, to reexamine their own attitudes, and to help students understand the altered aspirations of women toward career and family priorities.

Cole, N. S. On measuring the vocational interests of women. Journal of Counseling Psychology, March 1973, 20(2), 105-112.

Through an analysis of interest patterns of women choosing various occupations, supports the notion of the similarity of women's and men's interests.

Cooper, J. Comparative impact of the SCII and the Vocational Card Sort on career salience and career exploration of women. Journal of Counseling Psychology, July 1976, 23(4), 348-352. (EJ 142 680)

Examines effects of the SCII, VCS, and AIM in relation to number and type of career options considered, frequency and variety of information-seeking behaviors, career salience, and satisfaction with the career exploration experience.

Diamond, E. (Ed.). Issues of sex bias and sex fairness in career interest measurement. Washington, DC: Education and Work Group, National Institute of Education, 1200 19th St., N. W., 20208, 1975.

Contains papers and bibliography related to sex bias in counseling and interest measurement.

Donn, P., & Guttman, M. (Eds.). Women and ACES: Perspective and issues. Washington, DC: Association for Counselor Education and Supervision, 1974.

Contains several articles about counseling women.

Englehard, P. A., Jones, K. O., & Stiggins, R. J. Trends in counselor attitude about women's roles. Journal of Counseling Psychology, July 1976, 23(4), 365-371. (EJ 142 683)

Measures counselor attitudes longitudinally to chart attitude changes accompanying increasing career development interests of women.

Hansen, S. L. Counseling and career (self) development of women. Focus on Guidance, December 1974, pp. 1-15.

Makes an excellent case for counselor intervention in curriculum to expand career exploration by women; includes approaches and resources.

Hansen, L. S. & Rapoza, R. S. (Eds.). Career development and counseling of women. Springfield, IL: Charles C. Thomas, 1978.

Brings together selected literature on women's psychological and career development through the lifespan.

Harris, S. R. Sex typing in girls' career choices: A challenge to counselors. Vocational Guidance Quarterly, December 1974, 23(2), 128-133. (EJ 112 244)

Investigates the effectiveness of group counseling designed to increase the number of tentative career choices made by sixth grade girls and to decrease the percentage of sex-typed choices.

Hipple, J. L., & Hill, A. J. Meeting the special needs of women in educational settings. Journal of the National Association for Women Deans, Administrators, and Counselors, Summer 1973, 36(4), 170-172. (EJ 085 716)

Discusses the counselor's role as a resource and catalyst in the reeducation of parents, school personnel, and students themselves toward developing an awareness of the needs of women and assisting them to achieve their maximum potential.

Lang, K. A. Suggestions for counseling women who want to enter a nontraditional occupation. Journal of Employment Counseling, December 1978, 15(4), 180-187.

Offers suggestions as indicated by its title.

Loughran, G. Woman: Her career counseling--is it current? Counseling and Values, April 1975, 19(3), 174-180. (EJ 119 056)

Discusses the counselor's responsibility in providing current and non-sexist career counseling.

Matthews, E. Girls, counselors, and careers: An action plan for vocational development. School Guidance Worker, May 1976, 31(5), 15-20. (EJ 140 965)

Suggests a vocational counseling approach to girls to encourage a competent, responsible self-concept by exploring alternate paths to the future.

McEwen, M. Counseling women: A review of the research. Journal of College Student Personnel, September 1975, 16(5), 382-386. (EJ 125 672)

Examines research supporting the major recommendations and issues concerning the counseling of women.

National Institute of Education. Guidelines for assessment of sex bias and sex fairness in career interest inventories. Washington, DC: Author, 1974.

Offers guidelines for counselors considering use of career interest instruments.

Parrish, J. Women, careers and counseling: The new era. Journal of the National Association for Women Deans, Administrators, and Counselors, Fall 1974, 38(1), 11-19. (EJ 105 592)

Discusses new functions of counselors in preparing women for the realities of the new labor market. Relates eight characteristics of the new labor market of the 1970's and suggests ways counselors can keep abreast of new developments.

Patterson, L. Girls' careers--expression of identity. Vocational Guidance Quarterly, June 1973, 21(4), 269-275. (EJ 080 779)

Explains how a woman's identity and fulfillment develop from her accommodation of sex role and competitive achievement role; suggests

that counselors focusing on the interrelatedness of these roles can motivate girls to plan effectively.

Pendergrass, V. E., Kimmel, E., Joesting, J., Peterson, J., & Bush, E. Sex discrimination counseling. American Psychologist, January 1976, pp. 36-46.

Discusses sex discrimination and means of combating it.

Thomas, H. B., Christie, L., Calvin, K., & Denbroeder, K. L. Impact of an educational program designed to assist women to overcome the deterrents to entering nontraditional occupations. Paper presented at the American Educational Research Association Annual Meeting, April 1980. (ERIC Document Reproduction Service No. ED 188 636)

Reports results of a study to determine whether a short-term educational program could be helpful to women in overcoming personal-social barriers to entry into nontraditional occupational preparation programs.

Tittle, C. K., & Zytowski, D. G. (Eds.). Sex-fair interest measurement: Research and implications. Washington, DC: National Institute of Education, 1978.

Presents a collection of research papers and their implications, continuing previously cited Diamond book on same topic.

Tobias, S. Overcoming math anxiety. Boston: Houghton-Mifflin Company, 1978.

Describes the problem and techniques for combating math anxiety.

Vetter, L. Career counseling for women. Counseling Psychologist, 1973, 4(1), 54-67. (EJ 080 796)

Examines vocational development theory and research as it applies to women.

Vetter, L., Stockburger, D. W., & Brose, C. Career guidance materials: Implications for women's career development. Columbus, OH: Center for Vocational Education, Ohio State University, 1974. (ERIC Document Reproduction Service No. ED 106 542)

Describes how sex role stereotyping was found in almost all post-1970 high school level career guidance materials both in content and illustrations.

Vetter, L., Brown, A. J., & Sethney, B. J. Women in the work force: Follow-up study of curriculum materials. Columbus, OH: Center for Vocational Education, Ohio State University, 1975.

Describes the follow-up study of a curriculum unit designed to aid secondary school girls in making career plans consistent with their interests and capabilities and with the realities of the world of work.

Wolkon, K. A. Counseling girls and women: A guide for Jewish and other minority women. Washington, DC: B'nai Brith, 1640 Rhode Island Ave., N. W., 20036, 1973. (ERIC Document Reproduction Service No. ED 109 551)

Provides an overall picture of the world of work in the 1970's and offers specific information on the needs of minority groups, particularly Jewish women, in counseling settings.

Women on Words and Images. Sex stereotypes in career education materials. Princeton, NJ: Author, P.O. Box 2163, 08540, 1975.

Documents sexism found in career materials.

E. Career Programs

Each of these resources describes practices or total career education programs for women of various ages.

ABT Publications. Sex fairness in career guidance: A learning kit. Cambridge, MA: Author, 55 Wheeler St., 02138, 1975.

Presents self-administered curriculum materials which can be used by counselors and counselor educators to help eliminate sex-role stereotyping and sex bias in career choice.

Blum, L. Department of Mathematics/Computer Science, Mills College, Oakland, Calif. 94613.

Has programs to encourage women to enter mathematics.

Bolles, R. N. What color is your parachute? A practical guide to job-hunters and career-changers. Berkeley, CA: Ten Speed Press, Box 4310, 94704, 1981.

Frequently updated, presents complete guidelines for anyone making a career decision.

Cooley, B. M. Career counseling for women in the Federal government. Washington, DC: U.S. Government Printing Office, 1975.

Offers a general reference for persons responsible for helping women with their career development.

Equal Rights for Women in Education Project. A model policy statement and guidelines for implementation: Guidance and counseling. Denver: Education Commission of the States, 1977.

Contains model policy statements and guidelines oriented toward guidance and counseling, including checklists, evaluation tools, and statements of responsibilities for administrators, counselors and community leaders.

Equal Rights for Women in Education Project. A model policy statement and guidelines for implementation: Vocational education. Denver: Education Commission of the States, 1977.

Contains model policy statements and guidelines oriented toward vocational education, checklists, evaluation tools, and statements of responsibilities for administrators, counselors and community leaders.

Fast Track Late Entry Program for Women in Engineering, School of Engineering, University of Dayton, Dayton, OH 45469. Contact: Carol Shaw, Assistant Dean, School of Engineering, Kettering Engineering Building. Founded 1976.

A program that provides technical skills updates for women seeking reentry into their field after a lapse in employment.

Feminist Action Alliance. Nontraditional career day program. Atlanta, GA: Author, P.O. Box 54717, Civic Center Station, 1975.

Presents a how-to packet for planning a program in nontraditional careers for women.

Gordon, J. B., & Smith, C. K. Career development packets I-IV. Lawrence, KS: Emily Taylor Women's Resource and Career Center, 1977. (Mimeo)

I. Choices...a framework for career planning consideration.

II. A woman's place is...an overview of women and work.

III. "Okay world, Here I come!"...an introduction to job-seeking skills.

IV. "Okay employer, I'm ready for you!"...a program on assertive interviewing.

Outlines activities and information needed to conduct a comprehensive career exploration program for college students; designed for small group or programmed learning.

Hansen, S. L. We are furious (female) but we can shape our own development. Personnel and Guidance Journal, October 1972, 51(2), 87-93.

Discusses elementary, junior, and senior high programs to help girls investigate and clarify their own values, examine preferred life styles and career patterns, strengthen their self-concepts, and gain a sense of control over their own destinies.

Harren, V. A., Daniels, M. H., & Buck, J. N. (Eds.). New directions for student services: Facilitating students' career development. San Francisco: Jossey-Bass, Inc., 1981.

Assists counselors to respond to the career development needs of an increasingly diverse student population; includes chapters on adult development, young and middle adults, special populations, small-group process, faculty as facilitators, and paraprofessionals as they relate to the planning and implementation of career development.

Kalunian, P., Cymerman, S., & Lopatich, G. The counselor's workshop: Sex role stereotyping in career awareness. Elementary School Guidance and Counseling, December 1973, 8(2), 135-137. (EJ 090 884)

Describes an approach to rid elementary school students of stereotyped notions about male and female work roles.

Lantz, A. E. Reentry programs for female scientists. New York: Praeger, 1980.

Describes the National Science Foundation supported programs at various universities to update skills of women previously trained in science and provides evidence of their effect.

Lawrence Hall of Science, University of California, Berkeley, 94720.

Has programs to encourage women to consider careers in mathematics.

Mangum, G. L., Becker, J. W., Coombs, G., & Marshall, P. Career education in the academic classroom. Salt Lake City, UT: Olympus Publishing Co., 1975.

Describes how career education can be incorporated into usual classroom activities in seven academic areas.

McCoy, V., & Cassell, P. Career exploration workshop for women. Lawrence, KS: University of Kansas, Division of Continuing Education, 1974.

Leader's manual; suggests procedures and remarks appropriate for various parts of the workshop sessions. (Participant's manual also available.)

Ries, S., & Smrekar, M. J. Finding out what you're good at: A do-it-yourself career counseling plan. Working Woman, 1976, 1(1).

Presents a guide to identifying skills and learning to apply them.

Schlossberg, N. On the brink: Your own career decision. Journal of the National Association for Women Deans, Administrators, and Counselors, Fall 1976, 40(1), 22-26.

Presents a framework by which people can understand the components of decision making so as to have more control over their own career destinies.

SCoRMEBE (Student Council for Recruiting, Motivating and Educating Minority Engineers), School of Engineering, University of Kansas, Lawrence, KS 66045. Contact: Earl Savage, Director, SCoRMEBE, Dean's Office, 4010 Learned Hall. Founded 1970.

A student organization of the University of Kansas whose main purposes are to encourage minority students to choose engineering as a career and to provide academic and financial support to those students while they attend the School of Engineering at the University of Kansas.

Scott, J. YWCA vocational readiness package. Los Angeles: YWCA, 1974. (ERIC Document Reproduction Service No. ED 098 448)

Describes a week-long program utilizing simulation games and role-playing; employs peer group counseling techniques to dramatize the realities concerning women in marriage and careers today.

Smith, W. S. Using community resource people to enhance middle level science teaching. School Science and Mathematics, 1980, 80(7), 583-589.

Describes a model for using people from community to assist in science teaching and thereby act as role models; generalizable to other subject areas.

Smith, W. S., & Stroup, K. M. Science career exploration for women. Washington, DC: National Science Teachers Association, 1742 Connecticut Ave., N. W., 20009, 1978.

Describes activities which classroom teachers and counselors can use to encourage talented women to pursue science careers. Also cites rationale for providing special career exploration activities for women.

Stroup, K. M. Vocational preparation for women. Washington, DC: Department of Health, Education, and Welfare, 1975.

Tennyson, W. W., Hansen, L. S., Klaurens, M. K., & Antholz, M. B. Educating for career development. St. Paul, MN: Minnesota Department of Education, 1975.

Describes a complete conceptual model and suggests strategies and resources for implementing a K-12 career development program which integrates career development into regular classroom instruction.

Wells, J. A. Counseling women for careers in business. Washington, DC: Employment Standards Administration, 1973. (ERIC Document Reproduction Service No. ED 092 798)

Urges that women's relatively poor representation in the top and middle levels of business be given renewed attention and action.

Wider Opportunities for Women. National directory of women's employment programs: Who they are, what they do. Washington, DC: Author, 1649 K Street, N. W., 20006, no date.

Details 140 women's employment organizations.

Women's Bureau, U.S. Department of Labor. Women in nontraditional jobs: A conference guide. Washington, DC: Author, 1978.

Describes the process of planning and holding a community conference on nontraditional jobs.

F. Career Information Materials

These books, brochures, films, filmstrips, videotapes, and posters can be used directly with students, teachers, and parents to facilitate the career decision process or to help them develop awareness of sex role stereotyping in career/life planning.

Abarbanel, K., & Siegel, G. M. Woman's work book. New York: Praeger Publishers, 1975.

Tells how to re-enter the job market, how to get a first job, how to fight for personnel rights in the work world and more.

Alpha Kappa Alpha Sorority. Heritage Series (5 vols.). Chicago: Author, 5211 S. Greenwood Ave., 60615, 1968-1972.

Consists of five pamphlets describing successful black women in judiciary, politics, business, medicine, and dentistry.

American Association of University Women. Job hunter's kit. Washington DC: Author, Sales Office, 2401 Virginia Avenue, N. W., 20037, undated.

Includes "everything you need to know" about getting a job.

American College Testing Program. Women in science and technology: Careers for today and tomorrow. Iowa City, IA: Author, 1976.

Shows women in a wide variety of science careers, describes their careers and how they relate to family life, talks about why women have been underrepresented in many of these areas, and lists some steps that can be taken in career planning.

Bell Telephone. A world for women in engineering. Available from local Bell Telephone business office. 1976.

Shows five women of various races in engineering careers and in their private lives. (Movie or videotape)

Brandon, D. Anything you want to be. New York: New Day Films.

Shows the ironies of a high school girl attempting to make career plans. (Film)

Bureau of Apprenticeship and Training, Employment and Training Administration, U.S. Department of Labor. Directory for reaching minority and women's groups. Washington, DC: Author, 1979.

Contains a directory arranged by geographical areas.

Catalyst. Challenging careers: New opportunities for women. New York: Guidance Associates, undated. 1-800-431-1242. (Film #6769-2040)

Provides career information for adult women via four filmstrips. (Filmstrip)

Catalyst. Education, career opportunities, and self-guidance series.
New York: Author, 14 East 60th Street, 10022, undated.

Includes a set of 40 career publications which may also be ordered separately. (Pamphlets and display case)

Catalyst. Marketing yourself: The Catalyst women's guide to successful resumes and interviews. New York: G. P. Putnam's Sons, 1980.

Outlines how to conduct the job search.

Catalyst. What to do with the rest of your life: The Catalyst career guide for women in the 80's. New York: Simon and Schuster, 1980.

Provides a comprehensive guide for the adult woman's career choice process.

Center for Advanced Engineering Study, Massachusetts Institute of Technology. Women's work: Engineering. Cambridge, MA: Author, 1975.

Motivates young women to consider engineering; includes home life as well as job activities. (Film)

CIBA-GEIGY Corporation, Office of Corporate Relations. Exceptional black scientists. Ardsley, NY: Author, 10502, 1980 & 1981.

Describes two male and one female black scientists in each of two free series. (Posters)

Contributions of women series. Minneapolis: Dillon Press, 500 South Third Street, 55415.

Describes approximately six women per book in areas from aviation to theater; for early adolescents.

DeKock, P. Herstory. Lakeside, CA: Interact, Box 262, 92040, undated.

Emphasizes the American woman's circumstances, past and present, through simulated male and female roles. (Game)

Educational Communications, General Electric Company. Career posters. Fairfield, CT: Author, 06431, undated.

Provides continually updated series of attractive posters relating a wide variety of careers to current interests of students--many nontraditional careers for both women and men, multi-ethnic. (Posters)

Emma Willard Task Force on Education. Joan and Paul. Minneapolis, MN: Author, Box 14229, University Station, 55408, undated.

Provides a teaching guide for a role-playing approach to career counseling, showing what might happen to a woman who decides to combine marriage and an academic career.

Feminists Northwest. Whatever happened to Debbie Kraft? Seattle, WA: Author, 5038 Nicklas Place, NC, 98105, 1975. (ERIC Document Reproduction Service No. ED 128 235)

Describes an awareness game for educators, counselors, students, and parents. (Game)

Figler, H. E. Path: A career workbook for liberal arts students. Cranston, RI: Carroll Press, 1975.

Consists of a self-instructional workbook designed to help liberal arts students develop career objectives.

Fun-Da-Mentals. Robot. South Pasadena, CA: Author, Box 263, 91030, 1972.

Describes a card game with same rules as Old Maid, but each card shows both a woman and man in the career and you lose when you are left with the Robot card rather than the Old Maid. (Game)

Haber, L. Women pioneers of science. New York: Harcourt Brace Jovanovich, 1979.

Describes 13 women scientists and their contributions.

Hansen, S. Career development of women. Minneapolis, MN: Department of Counseling and Student Personnel Psychology, University of Minnesota, 1974.

Consists of a series of half-hour color videotape cassettes to assist in inservice workshops, courses on women, and counselor education. (Videotape cassettes)

Howard, S. Liberating our children, ourselves. Washington, DC: American Association of University Women, 2401 Virginia Ave., N. W., 20037, 1975.

Provides resource list and suggestions for developing courses or units on sex role stereotyping.

Instructo Corp. Community careers for the flannel board. Paoli, PA: Author, 19301, undated.

Presents 27 people, male and female, dressed to fit hundreds of occupational roles. (Flannel board figures)

Instructo Corp. People at work. Paoli, PA: Author, 19301, undated.

Consists of 24 black and white, 8-1/2x11-inch photos of people in nontraditional jobs with suggestions for using the photos. (24 photographs)

Kaseberg, A., Kreinberg, N., & Downie, D. Use EQUALS to promote participation of women in mathematics. Berkeley, CA: Lawrence Hall of Science, 1980.

Contains directions for activities to promote girls' and women's interest in mathematics.

Kreinberg, N. I'm madly in love with electricity. Berkeley, CA: Lawrence Hall of Science, University of California, 1977.

Weaves together brief quotes of women in various science and mathematics areas for high school or college students.

Medsker, B. Women at work. New York: Sheed & Ward, 1975.

Shows hundreds of photographs illustrating women working in all walks of life, with accompanying text.

Milton Bradley. Our helpers play people (#7931). Springfield, MA: Author, undated.

Consists of ten, six-inch tall, sturdy figurines of male and female mail carriers, nurses, fire fighters, doctors, and business people--multi-ethnic and nonsexist; for preschoolers. (10 figures)

Mitchell, J. S. I can be anything. Princeton, NJ: College Entrance Examination Board, Box 2815, 08540, 1975.

Offers a 256-page guide to more than 90 careers.

Moche, D. Women in Science. Washington, DC: National Science Teachers Association, 1742 Connecticut Ave., N. W., 20009, 1975.

Includes six tapes and sets of slides about women in science careers. (Slide-tape)

Ms. Magazine. Free to be...you and me. New York: McGraw Hill, 1974.

Describes a role-free, delightful approach to breaking down stereotypes through poems, songs, stories, and a new kind of fairy tale.

Ms. Magazine. Herstory. New York: Author, 370 Lexington Ave., 10017, undated.

Introduces women's history and economic conditions on a fun game board; two games for intermediate grades to adult. (2 games)

National Education Association. Labels and reinforcement of sex roles stereotypes and Cinderella is dead. Washington, DC: Author, 1201 16th St., N. W., 20036, 1973.

Introduces discussion of sexism in education; includes identification of sexism and possible approaches to work toward resolution. (2 filmstrips)

Noyce, R. Women in science: Biographies for young readers, 9-15. Science and Children, November/December 1980, 18(3), 24-26.

Lists dozens of biographies.

Odeon Films. Sugar and spice. New York: Author, 1619 Broadway, 10019, undated.

Gives information to parents about nonsexist preschool and elementary education, including an introduction to career education. (Film)

The only way to go is up. Atlanta: Minority Women's Employment Program, 40 Marietta Street, N. W., Suite 808, 30303

Describes the MWEF. (Film)

Perl, T. Math equals. Menlo Park, CA: Addison-Wesley, 1978.

Contains biographical sketches of women in mathematics along with math activities related to their work.

Resource Center on Sex Roles in Education. Today's changing roles: An approach to nonsexist teaching. Washington, DC: National Foundation for the Improvement of Education, 1201 16th St., N. W., 20036, 1974.

Provides outstanding lesson plans for primary through high school levels, with lesson objectives dealing with sex roles and expanding awareness of options.

Resources in career development. South Bend, IN: Career Resource Center, 1972.

Contains 500 publications; reports; audio, video, and manipulative materials which focus on career educational resources that supplement more traditional resources normally found in career related libraries.

Ruddick, S., & Daniels, P. (Eds.). Working it out. New York: Pantheon Books, 1977.

Describes the lives and work of 23 women, writers, artists, scientists, and scholars, in their own words; includes good photographs.

Scholz, N. T., Prince, J. S., & Miller, G. P. How to decide: A guide for women. New York: College Entrance Examination Board, 1975.

Helps women to meet their changing needs by increasing their decision making ability and helping them apply the dynamics of decision making to planning their lives.

Schwartz, F. N., Schifter, M. H., & Gillotti, S. S. How to go to work when your husband is against it, your children aren't old enough, and there's nothing you can do anyhow. New York: Simon and Shuster, 1972.

Offers insights into concerns of the mature or potential re-entry woman along with much useful career information for women seeking part-time jobs.

Seed, S. Saturday's child. New York: Bantam Books, 1974.

Has 36 women discuss their nontraditional careers. Appropriate for middle school through high school.

Smith, W. S. (Ed.). Career oriented modules to explore topics in science (COMETS). Lawrence, KS: University of Kansas, 205 Bailey Hall, 66045, 1981.

COMETS includes science and language arts lesson plans for early adolescents regarding the use of women role models in the regular classroom.

Taft, R. Career planning for college women. Washington, DC: Distaffers Research and Counseling Center, 1974.

Looks at occupational statistics, opportunities, and women's organizations.

U.S. Department of Labor, Bureau of Labor Statistics. Exploring careers. Washington, DC: U.S. Government Printing Office, 1979.

Rewrites the Occupational Outlook Handbook for junior high school audiences. Excellent presentation of nontraditional career role models in text and pictures.

U.S. Department of Labor, Bureau of Labor Statistics. Occupational outlook handbook, 1980-1981. Washington, DC: U.S. Government Printing Office, 1980.

Provides a comprehensive description of hundreds of careers.

U.S. Department of Labor, Women's Bureau. 20 facts on women workers. Washington, DC: U.S. Government Printing Office, 1980.

Presents facts regarding women in the labor force.

Vetter, B. Opportunities in science and engineering. Washington, DC: Scientific Manpower Commission, 1776 Massachusetts Avenue, N. W., 20036, 1980.

Presents statistics which highlight women's situation and opportunities. For high school and older. (Slides, tapes, script)

Weiss, I. R., & Place, C. Women scientists roster. Washington, DC: National Science Teachers Association, 1742 Connecticut Avenue, N. W., 20009, 1979.

Lists 1300 women scientists who are potential resource people to visit with students regarding this nontraditional career area. The names were compiled by the Visiting Women Scientists Program of Research Triangle Institute (Research Triangle Park, NC 27711) which continues research and development in this area.

When I grow up I want to be married. Impact, Fall 1972, 2(1). Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse, University of Michigan. (ERIC Document Reproduction Service No. ED 071 012)

Describes a series of 10 female profiles based on actual facts about women's life expectancy, educational-vocational-family decisions, and participation in the work force.

Willmar 8. San Francisco: California Newsreel, 630 Natomo Street, 94130.

Shows first bank strike in Minnesota history over sex discriminatory employment practices. (Film)

G. Resource Organizations

These organizations can help to keep counselors current with both the latest developments in counseling and employment of women and other issues relating to women and education. General organizations are listed first, followed by organizations concerned with the issue of women and mathematics.

General Organizations:

Catalyst, 14 E. 60th Street, New York, NY. 10022.

Emphasizes career information for the mature woman entering or re-entering the paid work force; also has some brochures for college-age students.

Educational Development Center, 55 Chapel Street, Newton, MA. 02160.
(800-225-3088)

Disseminates the Women's Educational Equity Act Program materials, including career education materials. (Contact EDC for a free catalog containing a variety of print and audiovisual products (books, films, filmstrips, videotapes, games, posters) and programs for use by educators, students, parents, community groups, state and local educational agencies, professional organizations, etc. Some programs are directed specifically toward minority women, rural women, and others.)

Feminist Press, Box 334, Old Westbury, NY. 11568.

Prints numerous books for and about women to be used in schools at all age levels. Has many useful bibliographies and other materials for women studies programs.

KNOW, Inc., P.O. Box 86031, Pittsburgh, PA. 15221.

Reprints a great variety of articles about women.

Minority Women Employment Programs, 40 Marietta Street, N. W.,
Suite 808, Atlanta, GA. 30303.

Provides print and film resources.

PEER (Project on Equal Education Rights), 1029 Vermont Ave., N. W.,
Suite 800, Washington, DC. 20005

Publishes periodic newsletter about enforcement of Title IX,
including the effect of Title IX on the counselor.

Project on the Status and Education of Women, Association of
American Colleges, 1818 R Street, N. W., Washington, DC.
20009.

Presents much information (single copies free), particularly
about the status of women in higher education.

Social Processes/Women's Research Team, National Institute of
Education, U.S. Department of Education, Washington, DC.
20208. (202-254-6557)

Conducts sex equity research via grants and contracts and has
fostered a "Network of Researchers and Practitioners Interested
in Sex Equity in Classroom Interactions."

Women Today, Today's Publications and News Service, Inc., National
Press Building, Washington, DC. 20045.

Publishes weekly newsletters (by subscription) about current
events affecting women.

Women's Action Alliance, 370 Lexington Ave., New York, NY. 10017.

Has several projects related to the education of women,
including excellent work with career education and preschoolers.

Women's Bureau, Employment Standards Administration, Department of
Labor, Washington, DC. 20120, and in ten regional offices.

Produces much free or inexpensive, useful information about the
employment of women; has free publications list. (Regional
offices are helpful in making contacts with women in nontra-
ditional careers.)

Organizations specifically interested in women and math, minorities and math, math avoidance, and math anxiety:

Women and Mathematics Education, c/o Judith Jacobs, George Mason University, 4400 University Drive, Fairfax, VA. 22030

Subcommittees:

Elementary School Network, c/o Emalou Brumfield, 1036 Canyon View Road, Sagamore Hills, OH 44067.

Secondary School Network, c/o Dorothy S. Dow, 4219 Bevilacqua Court, Pleasanton, CA 94566.

Two-Year College Network, c/o J. Marie Haley, Box 831, Prescott, AZ 86301

Sexism in Mathematics Materials, c/o Harriet Hungate, 505 Haddon Road, Oakland, CA 94606.

Research on Women and Mathematics, c/o Gail Small, 8820 Mariposa Street, La Mesa, CA 92041.

Combating Math Anxiety in the Adult, c/o Nancy S. Angle, Math Department, University of Colorado at Denver, 1100 Fourteenth Street, Denver, CO 80202.

Counselors and Math Teachers, c/o Markita Price, Box 2057, Stephens College, Columbia, MO 65215.

Women and Mathematics (WAM), a secondary school lectureship program of the MAA, c/o Dr. Eileen Polani, Saint Peter's College, Jersey City, NJ 07306.

Blacks and Mathematics (BAM), a secondary school lectureship program of the MAA, c/o Dr. Etta Falconer, Spelman College, Atlanta, GA 30314.

Association for Women in Mathematics, Office Address: c/o Women's Research Center, 828 Washington Street, Wellesley, MA 02181.
President: Dr. Judith Roitman, Department of Mathematics, University of Kansas, Lawrence, KS 66045.